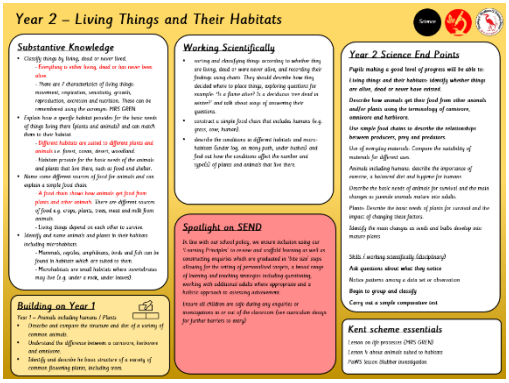
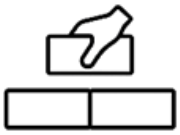
Teaching and Learning Policy

Reviewed: September 2025

PAWS' Curriculum Planning Documents

	Documents	Purpose
Long Term	Curriculum overview	Our curriculum overview lays out the titles and topics of units to be taught across the school year. This document maps out the curriculum coverage and is aligned to the National Curriculum Programmes of Study and the EYFS Framework's Education Programmes. https://pevenseyschool.org.uk/learning/curriculum/
Medium term	Progression documents	Our progression documents breakdown the knowledge and skills to be learnt within each subject for each year group. These are laid out to present the progression within each specific topic.  Year 2 – Living Things and Their Habitats Substantive Knowledge Working Scientifically Year 2 Science End Points Spotlight on SEND Building on Year 1 Kent scheme essentials **End points** Included in our progression documents for each subject, we have curriculum end points for each year group. Our end points statements do not detail every objective that the children will cover in a year, they show the key milestones and how this essential learning progresses as the children move through our school. These End Point statements are included in our PaWS Passports which are shared with parents and support home learning opportunities. They have been crafted to ensure progression and repetition in terms of embedding key knowledge and skills. This enables clarity of assessment for learning and determines a framework for leaders to measure curriculum performance. **Building on…** Our progression documents include key 'building on…' statements to highlight prior learning in the children's sequence of learning. This supports children cumulative knowledge and skills development.  **Spotlight on SEND** We have an aspiration that all pupils will develop a secure understanding of all the statements within our progression documents. We recognise that for some pupils with complex needs this may not be always be achieved. Our progression documents drill down into highlighted key knowledge and skills which it is essential for all pupils, including those with SEND, to secure. Adaptive teaching practices, for specific subjects, are included within separate curriculum design documents. **Learning Scaffolds** Each progression document is reinforced by a learning scaffold. These detail an overview of the sequence for pupils learning. They include key vocabulary to be secured and highlight prior learnt vocabulary. Our learning scaffolds are a curriculum resource to be used with pupils to support children's learning. **Medium Term Plans** Teachers use the progression documents and learning scaffolds to prepare a summary medium term plan each term. This maps out the lessons to be to the class over the term.
Short term	Individual lesson plans	A combination of published schemes and bespoke planning is used. These support teachers with their daily planning which is delivered through our Teaching and Learning principles.

Teaching and Learning Principles at PAWS

	Principles	What you will see to support learning:
1	**Positive Learning Environment**	Celebration of positive attitudes to learning and children's strengths – School values and vision are part of everyday vocabulary Minor slips in behaviour quickly addressed Zones of Regulation Consistent classroom routines Behaviour policy followed, e.g., Good to be Green, House Points Making mistakes is celebrated and recognised as part of learning
2	**High Expectations**	Learning matched to Age Related Expectations and progression documents Writing bookmarks – introduced during KS2 Children all challenged at their level
3	**High levels of pupil engagement**	Talk Partner Work No Hands Up – safe, supportive culture Whiteboard work Chanting Different pupil groups targeted for questions
4	**Ensure pupils can hear, say, read, spell and understand key vocabulary**	Key vocabulary highlighted and shared in all lessons My Turn, Your Turn (MTYT) Dual coding of key vocabulary displayed – e.g. widget images Spelling of key vocabulary addressed in feedback
5	**Review and Build Upon**	Review of previous learning at the start of lessons Recap recently introduced vocabulary Learning Scaffolds Knowledge Accumulators
6	**Feedback and Next Steps**	Feedback aligned to shared success criteria Recognition of the impact of live marking Feedback and Marking policy followed
7	**Make Connections**	Independent practice in different contexts Application of skills across the curriculum Evaluative questions drawing on prior knowledge – e.g., Would you have preferred to be a poor Greek or a poor Roman?
8	**Model and Scaffold Learning**	Skills are modelled – *I do, We do, You do* Clear Learning Intention (WALT) Modelled texts following Talk for Writing approach Precise Success Criteria WAGOLL and WASOLL Pre-teaching opportunities Careful sequencing of learning
9	**Retain Learning – *'sticky knowledge'***	Overlearning key concepts Securing automacy of fundamental skills e.g. 'Speedy 6' Regular reviews Quizzing and low stakes assessments.
10	**Parental Engagement**	Parental support regularly promoted through newsletters and website. Clear expectations for parents to be involved in children's learning – e.g., Home-School Agreement, parent talks Positive contact with parents Online Learning Resources

Teaching and Learning Principles

The Learning Principles at PAWS have not been developed as a checklist for what to incorporate in every lesson. They are a set of inclusive approaches and strategies which teachers at PAWS use to guide learning and promote success for ALL pupils. Staff at PAWS will select the best approaches to support children based on the specific objectives, the context of the learning and making use of their knowledge of the children they are working with.

1. **Positive Learning Environment**

   We believe in the importance of creating a positive learning environment where we value participation by all. There is trust and rapport between children and the teacher and among children with their peers.

   We have a clear vision and core set of values which are part of the everyday language at PAWS. We stay true to our vision and values; working in unison as we strive to be exceptional in all that we do. 'Living our values' means that our values go beyond words; they are lived out in action. They are the foundations of our inclusive culture and guide what we think, what we say and how we behave.

   This culture is supported through the expectations set out for staff and pupils within our Positive Relationships and Behaviour policy which includes an overview of our behaviour norms. Staff at PAWS model and look to celebrate positive behaviour and attitudes at all times.

   It is the responsibility of all staff to manage behaviour concerns as they occur. Early intervention is key to diffusing situations and preventing escalation. Staff follow formal systems as well as applying less overt strategies.

   At PAWS we use the Zones of Regulation approach to support children in understanding and managing their emotions, known as 'self-regulation'.

   Routines throughout the day, especially at transition points, are planned and practiced with pupils to ensure a calm atmosphere and minimal lost learning time.

2. **High Expectations**

   Teachers at PAWS have high expectations of what pupils can achieve. Teachers expect children to work hard and to make progress in their learning.

   Learning is planned carefully in line with the expectations for what children should be able to achieve for their age. The expectations for what children should be aiming for are shared with the children through a variety of means including shared and modelled examples of work, year specific writing bookmarks and working with end of key stage assessment and other published assessment resources in other year groups.

   Adaptive teaching practices at PAWS support learning by ensuring there is an ambitious challenge set for all pupils in order for them to make effective progress.

3. High levels of pupil engagement

Teachers at PAWS recognise that high levels of pupil engagement in lessons supports pupils' attitudes and understanding. Furthermore, pupil participation offers a range of opportunities for teachers to make formative assessments of how pupils are doing and adapt the lesson as required.

At PAWS, a high level of pupil participation is ensured through a range of strategies including:

3.1 Talk Partner work and No Hands Up

Using Talk Partners creates opportunities for developing high quality talk in lessons. When questioning pupils in a lesson, Talk Partners provides the time for children to discuss and rehearse possible responses in a low-stakes, no opt-out environment. At PaWS, children are encouraged to use the time effectively in case called upon to share a suggestion with the class.

At PaWS, Talk Partner discussions are focussed and not too long. When taking responses, teachers limit this to two or three ideas to help pupils from losing momentum in their learning. Teachers actively engage with the children during these conversations, being alert to or guiding children towards productive ideas. These ideas are then called upon to move the learning forward effectively when discussions are brought back to the whole class.

To indicate time for Talk Partner discussions the teacher holds their hands pointing forward as if they are two open gates. They then close the gates as soon as they have finished asking the question they would like the children to discuss.

When asking and waiting for children to put their hands up to respond, research shows that it is the same few children who are always first with their hands up and do most of the answering; therefore, many pupils do not actively engage in listening and thinking as a consequence. Staff at PAWS use a 'No Hands Up' approach, with all children understanding that they may be called upon. Staff use their knowledge of the children they are working with to ensure that this is a safe and supportive experience, targeting questions to the specific needs of each child. As well as supporting the engagement in learning, we recognise that for some pupils this will also support their confidence in speaking aloud to others.

3.2 Whiteboard work

At PaWS pupil regularly have the opportunity to respond by recording on individual whiteboards. Teacher use this as a valuable approach to formative whole-class assessment and then responding appropriately.

The easily wipeable nature helps students become more willing to have a go – their answer is not "set in stone" so they feel able to take a risk. Particularly good examples are shared

with the class. It can be useful to take two or three boards to the front and then ask the class to comment on them. Misconceptions can be easily picked up and addressed. If a significant number of the class have the same misconception, teachers use this as sign that this needs greater clarification with pupils. Whiteboards can support and help structure children's responses within Talk Partner conversations.

3.3 Chanting and oral rehearsal

Chanting activities involving a unison response can be a good way to practise aspects involving some sort of repetition. The advantage of the whole class chanting is that it allows children to join in when they are ready. Chanting together and having a joint answer allows everyone to learn in different ways. At PAWS, chanting is used in maths to support children develop counting skills, an understanding of pattern and to aid recall. In English work it involves children internalizing stories through repeated oral rehearsal, using actions and story maps, before moving towards independent writing.

4. Ensure pupils can hear, say, read, spell and understand key vocabulary

Staff highlight key vocabulary throughout lessons with pupils. There are regular opportunities to model language through *'My Turn, Your Turn'* (MTYT) giving children the opportunity to hear and then repeat the correct pronunciation. Prior vocabulary learnt around a topic in previous years is revised alongside the introduction of new vocabulary through the school's Learning Scaffolds. In providing feedback, and when marking pupils work, the spelling of key vocabulary is a focus.

5. Review and Build Upon

Learning is planned in a logical sequence from EY to Year 6. Progression maps detail the appropriate content for each year group building towards end points in Year 6.

Across the curriculum, learning in previous lessons is reviewed. In wider curriculum subjects, learning scaffolds are used to scaffold these conversations and highlight where specific learning sits within a series of learning opportunities. Knowledge Accumulators are used by staff and pupils to capture key knowledge learnt within lessons. These are then reflected back upon throughout a unit and when drawing the learning together at the conclusion of particular topic.

Recently introduced vocabulary is revised and 'overlearnt' to ensure all pupils develop a secure understanding within the context of learning.

6. Feedback and Next Steps

At PAWS feedback and marking takes a variety of forms but is geared towards children furthering their learning against a known success criteria. Staff and pupils engage in a combination of live marking, peer and self-assessment, whole class feedback and deeper marking of specific pieces of work.

See our Feedback and Marking Policy.

7. Make Connections

Staff provide opportunities for independence in different contexts, e.g., applying graphical skills in science lessons, using their knowledge of instructions learnt in English to a task in Design and Technology. This application of skills is applied across the curriculum.

Evaluative questions give pupils the opportunity to draw upon prior knowledge and apply this to current learning, e.g., Who would win a in a battle between the allied nations of World War 2 and the Spartan army?

8. Model and Scaffold Learning

Learning for pupils is scaffolded with clear modelling to ensure new concepts and skills can be understood before applying independently. An 'I do, we do, you do' three-stepped approach supports children with this.

Lessons start with a clear Learning Intention (WALT) and precise Success Criteria for how pupils can achieve the intended outcomes.

In English, through Talk for Writing, modelled texts are carefully selected pieces of writing used as examples to guide students in learning new writing styles and structures. These texts are often chosen to be slightly above the students' current level, providing a challenging yet achievable model for them to emulate. They help students internalize the patterns and language structures needed for their own writing.

'What a good one looks like' (WAGOLLs) and 'What a sad one looks like' (WASOLLs) provide children with a stimulus for conversations and debate allowing pupils to focus in on effective or ineffective features. In maths regular opportunities to unpick mistakes in completed examples allows teachers to highlight and avoid common misconceptions or mistakes.

9. Retain Learning

Overlearning of key concepts is central to pupils securing these skills and knowledge. Children are given regular opportunities through the strategies detailed above to recap and

review key learning. Targeted questioning and effective feedback, whiteboard work, low stakes quizzing and prior learning recaps are some of the approaches used for overlearning this 'sticky knowledge'.

Securing automacy of fundamental skills is a further approach used to reduce the cognitive load on pupils, enabling them to focus on the new learning in front of them. The *Mastering Number* approach is used in Early Years and Key Stage 1 to secure fluency and a sense of number. In Lower Key Stage 2 a bespoke approach to teaching times tables ensures the majority of pupils have secured these by the end of Year 4. *RWI Phonics* and *RWI Spelling* are programmes the school follows with a high degree of fidelity to the scheme to support children's phonological development and success with spelling.

10. Parental Engagement

In line with the school's vision, parental support and engagement in learning is essential for children's success and supporting pupils' progress.

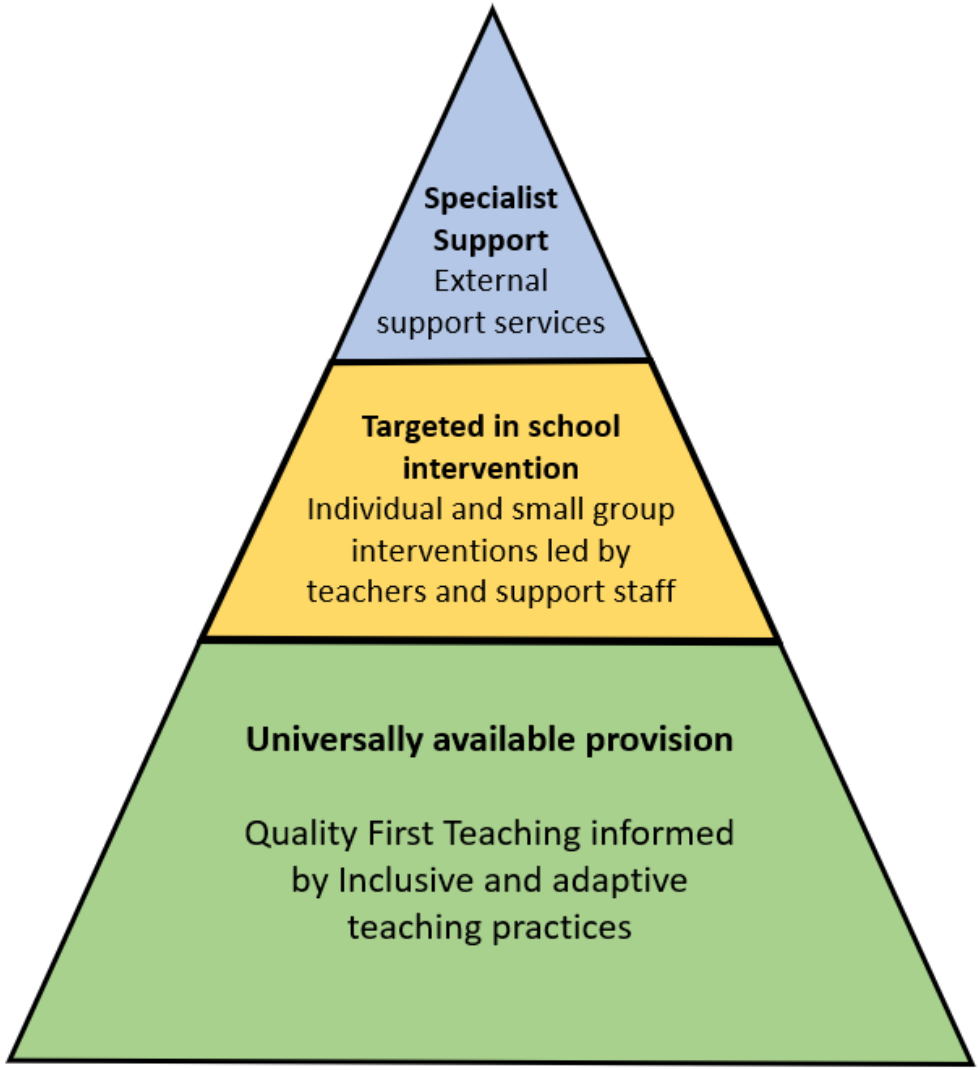
Leaders share clear expectations for parents before they join the school and during children's time as pupils at PAWS. The Home-School Agreement and our Home Learning Policy outline the learning children should be engaging with at home. Our focus for home learning is for children to develop fluency skills with their phonics and reading and with mathematics through a *'little but often'* approach. All online learning resources are regularly promoted with families, with links to resources made readily available through a variety of means. Teachers monitor children's engagement in home learning and will then celebrate successes and share concerns with parents if needed.

The school shares with parents what children will be learning each year and each term through our PAWS Passports and through the school website. This is supplemented though parent workshops for how families can best support specific areas at home. The celebration of children's successes takes place through ClassDojo; through regular school newsletters and in our celebration worships where families are invited.

Parents are actively encouraged to attend parent evenings' where children's strengths and next steps are shared. Parents also have opportunities to feedback on the strengths and areas for development of the school as a whole.

SEND and Inclusion

Pevensey and Westham Church of England School is committed to providing an appropriate and high-quality education to all of its students. We believe that all children and young people, including those identified as having special educational needs and or a disability and/or learning differences, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. This is achieved through a three-tier system of support.



Inclusive and Adaptive Teaching

		Definition	Examples at PaWS
Universally available provision	**Inclusive Teaching**	Those elements of quality first teaching practice which are designed to promote high expectations and equal access for <u>all</u> pupils to the same progressive curriculum. Inclusive teaching means **all** pupils can access and engage in the curriculum to *flourish and reach their potential.*	The vast majority of the PaWS' Teaching and Learning principles are inclusive strategies such as consistent classroom routines, high pupil engagement strategies and the clear modelling of skills.
	Adaptive Teaching	Adaptations are made before or during lessons to remove barriers and scaffold learning for all pupils regardless of their starting point. These can be: • adjustments that would benefit identified pupils • individual SEND pupil adaptations which are 'additional to or different from' the support which is ordinarily available	Adaptations **before** the lesson are those which anticipate barriers to learning and put provision in place to address these. Strategies may include: personalised now and next boards, adaptations to equipment and alternative methods of recording. Adaptations **during** the lesson are responsive and rely on effective formative assessment. Strategies may include: re-explaining a concept or explaining it in a different way, changes to groupings or remodelling.

Inclusive and Adaptive Teaching in Practice

Inclusive Teaching	Adaptive Teaching resources available at all times for individuals
Consistent classroom routines supported by visual timetable – now and next Task planner Explicit teaching of vocabulary. Vocabulary word mats with images. Effective seating plans Buff background Zone of Regulation display and strategies being used by pupils and staff Use of concrete manipulatives (Literacy) Timers Modelled examples Writing scaffolds Formative assessment opportunities	Individual visual timetables Individual now and next board Individual task planner with small steps Individual word mats with images Privacy board, personalised work stations Buff books, coloured overlay, reading ruler Zone of Regulation strategies with personal toolkits Safe space, calm zone, tent Use of concrete manipulatives Individual timers/short timers Use of assistive IT Ear defenders Wobble cushions, wobble boards, therabands Fidget toys, sensory objects, sensory break packs Adaptations to stationary Pre-teaching opportunities